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IDENTIFIERS	Santa Cruz

ABSTRACT

Presented is the final report on a 3-year project sponsored by the Santa Cruz County, California Office of Education to develop a pupil assessment instrument listing behavioral characteristics of physically exceptional children (K-12) and to implement a program management system to serve 1,200 mentally retarded, educationally handicapped (seriously emotionally disturbed), and physically exceptional (hard of hearing, deaf, speech impaired, visually handicapped, and crippled) students in Santa Cruz and other California counties. Included in the final report are data on such topics as staff development; extent of participation; and project products, such as teacher guides, Behavioral Characteristics Progression (BCP) questionnaires, the Task Base Composite (TBC) program assessment and planning tool, and four project reports. Other topics covered include needs assessment, organizational details, parent/community involvement, choosing and describing program participants, presenting and analyzing data, and project objectives and findings. Such findings as the following were reported: that the TBC chart required revision into a linear sequence of tasks beginning with pupil entry and ending with pupil exit from the program, and that the BCP was fully implemented in all programs for exceptional children and adults. Also provided is an expenditure report, an equipment inventory, a description of project phases and per pupil costs, and a reimbursement claim. (LH)

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FINAL PROJECT REPORT

ESEA TITLE III

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ESEA, Title III

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A SPECIAL EDUCATION MANAGEMENT SYSTEM

PROJECT #1328

SANTA CRUZ COUNTY OFFICE OF EDUCATION

RICHARD R. FICKEL, SUPERINTENDENT
701 Ocean Street, Room 200
Santa Cruz, Ca. 95060

EC 070336

Enter Project No. 1328

SECTION C - PROJECT CLASSIFICATION

1. Project Subjects

- 1.1 ☐ - Language Arts (Development)
- 1.2 ☐ - Fine Arts
- 1.3 ☐ - Foreign Language
- 1.4 ☐ - Mathematics
- 1.5 ☐ - Science
- 1.6 ☐ - Social Science, Humanities
- 1.7 ☐ - P.E., Recreation, and Health
- 1.8 ☐ - Vocational Education
- 1.9 ☒ - Other

2. Handicapped Education

- 2.1 ☒ - Mentally Retarded
- 2.2 ☒ - Hard of Hearing
- 2.3 ☒ - Deaf
- 2.4 ☒ - Speech Impaired
- 2.5 ☒ - Visually Handicapped
- 2.6 ☒ - Seriously Emotionally Disturbed
- 2.7 ☒ - Crippled
- 2.8 ☐ - Other Health Impaired

3. Guidance, Counseling, and Testing

- 3.1 ☐ - Counseling with Handicapped
- 3.2 ☐ - Group Guidance Activities
- 3.3 ☐ - Group Counseling
- 3.4 ☐ - Career Guidance and Counseling
- 3.5 ☐ - Counseling with Special Problems
- 3.6 ☒ - Use of Paraprofessionals
- 3.7 ☒ - Parent Conferences
- 3.8 ☐ - Follow-up and Drop-out Studies
- 3.9 ☒ - Inservice Training
- 3.10 ☐ - Use of Community Resources
- 3.11 ☐ - Curriculum Development
- 3.12 ☐ - General Counseling
- 3.13 ☒ - Consultation with Teachers
- 3.14 ☒ - Program Evaluation and Development

4. Grade Levels

- 4.1 ☐ - Preschool (indicate ages 3 or 4) _____
- 4.2 ☒ - Elementary (indicate grades K-6) K-6
- 4.3 ☒ - Secondary (indicate grades 7-12) 7-12
- 4.4 ☐ - Junior College (indicate grades 13-14) _____
- 4.5 ☐ - Adult

5. Is your project an adoption or adaptation of another Title III project? ☐ Yes ☒ No

If yes, name the agency operating the project: _____

COVER PAGE

for Component II

Data for U. S. Office of Education

(To be completed for all projects active for any period between July 1972 - Through June 30, 1973. Agencies having more than one project must prepare a report for each project.)

Enter information for items 1 through 7.

1. 1328
Project No.

2. A Special Education Management System
Project Title

3. Santa Cruz County Office of Education
Local Educational Agency

701 Ocean Street, Room 200

Santa Cruz, CA 95060
Address

4. Richard R. Fickel
Name of school official responsible for this report

425-2241 (408)
Phone No.

5. William Zachmeier
Name of Project Director

425-2001 (408)
Phone No.

6. The 1972-73 school year has been .....

6.1 [ ] The first year of operation.

6.2 [ ] The second year of operation.

6.3 [X] The third year of operation.

7. Enter the following ending dates:

Ending date for first year June 30, 1971

Ending date for second year June 30, 1972

Ending date for third and final year June 29, 1973

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PART I - STAFF DEVELOPMENT

The report should describe project staff development activities that took place during the period July 1, 1972, through June 30, 1973. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1972-73					
(1)	(2)	(3) No. of workshops, conferences and seminars held by type of training			
Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	Total No. of participants (Unduplicated) in all activities.	Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.)
→	1150	0	15	15	30

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

1. The project is being continued by the grantee in some form after federal funds expired. [X] Yes [ ] No

2. If the answer is YES, draw a circle around the one figure which best represents your estimate of the degree of adoption/adaption of the project in your school district.

20% 30% 40% 50% 60% 70% 80% 90% (100%)

PART II - Continued

3. Is the project being adopted or adapted by other school districts?

[X] Yes [ ] No

4. If the answer is YES, list the school districts by name and address:

4.1 San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA

4.2 Fresno County Dept. of Ed.
2314 Mariposa Street
Fresno, CA

4.3 Pajaro Valley Unified School Dist.
165 Blackburn Street
Watsonville, CA

4.4 Los Angeles County office of Ed.
155 W. Washington Blvd.
Los Angeles, CA

4.5 San Luis Obispo County Office Ed.
2156 Sierra Way
San Luis Obispo, CA

4.6 Merced County Office of Ed.
632 W. 13th Street
Merced, CA

4.7 Santa Clara County Office of Ed.
45 Santa Teresa Street
San Jose, CA

4.8 San Mateo County Office of Ed.
333 Main Street
Redwood City, CA

4.9 Sacramento County Office of Ed.
6011 Folsom Blvd.
Sacramento, CA

4.10 Shasta County Office of Ed.
Room 105, Courthouse
Redding, CA

4.11 Tehama County Office of Education
P. O. Box 810
Red Bluff, CA

4.12 San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA

4.13 Chula Vista City Elementary School Dist.
84 East J Street
Chula Vista, CA

4.14 Cajon Valley Union Elementary School Dist
189 Roanoke Road
El Cajon, CA

4.15 San Diego City Unified School District
4100 Normal Street
San Diego, CA

4.16 Santee Elementary School District
9625 Cuyamaca Street
Santee, CA

4.17 Butte County Office of Education
3 County Center Drive
Oroville, CA

4.18 Santa Barbara County Office of Education
44 Cathedral Oaks Road
Santa Barbara, CA

4.19 Porterville State Hospital
Porterville, CA

4.20 Agnews State Hospital
San Jose, CA

PART II (Continued)

Title III Areas of Influence*

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As Project Director and/or after consultation with district or county personnel involved:

1. Name Verna Snell, Fresno County Title Consultant, Mentally Retarded
2. Name Ed Shgse, San Juan Unified Title Principal, Laurel Ruff School
3. Name Bob Mathew, Santa Cruz County Title Asst. Director, Special Education

Please rank the impact of this ESEA, Title III project on your local educational agency (LEA). Leave blank any items that do not apply and add other categories as desired. Rank items 1 to 7 (or more if you have made additions to the list). Give examples only on items ranked 1 and 2. Number 1 indicates that throughout the LEA the impact was greatest in developing skill areas or additudinal changes in:

Rank**		Examples
4	Special project development Needs assessment, goal setting, planning (writing), implementation, etc. Determining Realistic behavioral Objectives.	Use this space to give examples of items ranked 1 and 2.
3	Staff training Resulting in added skills or attitudinal change	
2	Parental involvement in the schools . . . . . . Bringing parents into more direct contact with school activities	. . -Previously incorrigible parents have begun to help teacher with child's education -Parent conferencing simplified using BCP -Parental understanding of child's needs greatly increased. -Parents wanted to work on BCP objectives at home. -Parents wanted to take a BCP chart home for constant reference.
7	Community involvement Instances of community participation other than parents	
5	Evaluation competencies and use of evaluation information	
1	Products developed Have the products developed by the project, i.e., Materials: curriculum guides, AV materials, etc.. . Methods: individualized instructions, use of aides, etc.: been put to use beyond project requirement? List under examples.	. . . -New ways of displaying and storing BCP charts developed. -BCPs used to assist in placement of pupils for '73-74 school year. -BCP objectives used as basis for staff evaluation. -BCP/TBC used to increase competencies of staff. -BCP used to introduce staff to behavior modification.
6	Management and accounting procedures Have the project activities resulted in increased accountability in other learning situations? List under examples.	
	Other - Please explain	

* As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact Number 7 (or more) least impact.

PART III - EXTENT OF PARTICIPATION

1972-1973

The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should oe reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

Direct Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A

Number of Public and Nonpublic School Teachers, and Counselors Participating

Schools	Staff whose students were direct participants				Staff whose students were indirect participants			
	Teachers		Counselors		Teachers		Counselors	
(a)	Elementary (b)	Secondary (c)	Elementary (d)	Secondary (e)	Elementary (f)	Secondary (g)	Elementary (h)	Secondary (i)
Public	100	50	50	20	400	75	300	55
Nonpublic					50	10	30	10

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The totals in the following 4 tables must agree one with the other. Also, do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

Table I

a. Program Select the program of your project. Use "other" category if none apply.	b. Check (✓) program area(s) covered	c. No. of public school students directly participating	d. Amount granted this past year
Reading			
Environment/Ecology			
Equal Educational Opportunity			
Model Cities (Urban, Inner-City)			
Gifted			
Handicapped	✓	1212	51, 875
Guidance and Counseling			
Drug Education			
Early Childhood Education (Kindergarten and below)			
Other Programs			
	Total	1212	

Table II

Provide unduplicated counts of students by grade levels. See instructions below:

	a. School Enrollment		b. Direct Project Participants		c. Indirect Project Participants		d.	e.
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic		
Pre K								
K								
1								
2								
3								
4								
5								
6	Ungraded:		Ungraded:					
7			(Special Ed.)					
8	302= Santa Cruz							
9	County		Pupils=1212					
10	Special Ed.		Staff=220					
11	1200= San Juan							
12	Special Ed.							Spec. E
Ungraded	700= Fresno County				Staff=830	Staff=100	1300	1000
TOTALS	2202		1212		830	100	1300	1000

Column a. Include the total enrollment in the local educational agency.
Column b. Include only the target population.
Column b. & c. See definitions of direct and indirect for both columns.
Column d. Include an estimate of the number of target population students who have been in the project since its inception. A cumulative total of all years is requested. Provide an unduplicated count; therefore, do not count any student more than once.
Column e. Include an estimate of the number of students within the local educational agency who have not been directly serviced by the project, but would benefit from direct participation because they fit the description of the target population.

Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Rural		Metropolitan			Total of all Categories
Farm	Non Farm	Low Socio-Economic	Other	Other Urban	
		Unable to complete without figures from San Juan Unified School District & Fresno County Dept. of Ed.			1212

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups
			Same as above			1212

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I	1212
Total of Column b. (Public School), Table II	1212
Total of All Categories, Table III	1212
Total of All Groups, Table IV	1212

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.
Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.
Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.
Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.

Table V

Provide Number of Schools in the Project.

	Public	Nonpublic
Elementary	19	
Secondary	4	

Table VI

Number of Students Served Directly by Unique Target Populations (Figures may be duplicated)

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtn.& Below) (f)	Other Target Populations (See note below) (g)
Number of Students	Unable to complete without figures from San Juan Unified School District and Fresno County Dept. of Education-			1212		

Note for Column (g) check populations included in the number entered above.

√ Children from non-English speaking environment.

√ Neglected and delinquent children.

____ Gifted √ N.H. √ EMR √ Dropouts

√ Other (specify) Drug dependent, Aphasic, Mentally Disordered

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PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds.
Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project.
Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors		1.00
Teachers		
Prekindergarten		
Kindergarten		
Other elementary 1-6		
Secondary 7-12		
Other		18.75 Includes Santa Cruz, Fresno,
Subject matter specialists		
Technicians		
Pupil personnel workers		.50 San Juan Staff
Health services personnel		.25
Researchers and evaluators		
Planners and developers		
Disseminators		
Other professionals		
Paraprofessional education aides, etc.		7.5
Other nonprofessional		

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII

Complete as directed.

Number of consultants paid by Title III funds 2
Number of consultant days paid for by Title III funds 320

Table IX

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration	1150	$ 9,800
Inservice workshops in regular term of one session to four-weeks' duration		$
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' dura...		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

Number of aides (nonprofessional staff) who attended Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duratio...		$
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

Table X

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term 100.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

Grades	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers														
Aides					NONE									
Students														

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

(a) Identifying and/or developing desirable content or educational procedures to be used (program development).
(1) $_____ cost; (2) number of man-days: _____ formal and ____informal

(b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
(1) $_____ cost; (2) number of man-days: _____ formal and ____informal

(c) Planning and/or implementing staff development programs (inservice training for project staff).
(1) $_____ cost; (2) number of man-days: _____ formal and ____informal

(d) Please indicate any other participation.

Replying to requests from college & University professors for information on the BCP & TBC; conducting workshops in which professors are present; conducting seminar in assessment for college professors; receiving evaluations of the BCP from professors.

(1) $ 0 cost; (2) number of man-days: 0 formal and 5 informal

PART V - ABSTRACT

GRANTEE Santa Cruz County Office of Education

PROJECT ABSTRACTS (ESEA, Title III)	STATE	TOTAL PROJECT PERIOD	FROM (Month and year)	TO (Month and year)	PROJECT NO.
	California		7-70	7-73	Title III 1328

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT	GRANTEE
A Special Education Management System	Santa Cruz County Office of Education

PROJECTED FUNDING LEVEL FOR PROJECT PERIOD	19— $	19— $	19— $	19— $	19— $	19— $

TARGET POPULATION 1200 Mentally, behaviorally, and physically handicapped pupils, K-12.

PARAGRAPH DESCRIPTION Research, observation, consultation & field testing to complete development of a pupil assessment instrument applicable to physically exceptional minors and to implement a program management system in Programs for Exceptional Children in Santa Cruz County and in demonstration programs outside of Santa Cruz County serving the mentally retarded, educationally handicapped and physically exceptional.

MAJOR OBJECTIVES (1.0) To complete development & field testing of a pupil assessment & program communication instrument containing the behavioral characteristics of physically exceptional minors. This instrument will appear in a format compatible with similar instruments previously developed by the Santa Cruz County Office of Education for the population of the mentally & behaviorally exceptional under Title VI-B. (2.0) To work with demonstration programs outside of Santa Cruz County to field test & further develop the BCP and related management procedures & to determine impact of system on the program. (3.0) To implement the BCP & related program management procedures in all of Santa Cruz County Office of Education's programs for exceptional children and adults.

ACTIVITIES TO ACHIEVE OBJECTIVES (1.0) Research, classroom observation, recording, evaluating & expert consultation regarding the mentally & behaviorally exceptional child in 1970-72. (2.0) Developing BCP strands for physically exceptional minors & of a replicable, usable format for the TBC in 1972-73 (3.0) Field testing & evaluation of the BCP strands & of the TBC functions & process. (4.0) Providing in-service & follow-up consultation on the use of the BCP & TBC. (5.0) Revising the BCP & TBC according to field testing & feedback from direct & written probes. (6.0) Distributing 500 project documents to state, district & county school systems.

EVALUATION STRATEGY

1.0 BCP and TBC Evaluation Forms
2.0 Staff Questionnaires
3.0 Parent Questionnaires
4.0 Workshop Questionnaires

EVALUATION FINDINGS Staff using the BCP rate the BCP highest as a parent conferencing tool (82% more effective). Staff & parents rate the BCP very high in tracking pupil progress (77% and 90% more effective, respectively) & in determining objectives (75% & 95% more effective). Staff rating of the BCP as a curriculum tool (74%), as a communication tool (59%), as an aid in pupil placement (60%), & as an aid in specifying resources (56%) were also positive. The fact that those who attended the introductory workshops regarding the project gained from the program is evidenced by the great number who stated understanding of the BCP & TBC (99% & 84%, respectively).

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HANDICAPPED PROJECT PARTICIPATION ONLY - ESEA TITLE III

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED*	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	5 YEARS	6-12 YEARS	13-18 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
(1) TMR	10	328	230	39	607								
(2) EMR		55	60		115								
(3) HH		8	8		16								
(4) DEAF					0		Coord-						
(5) SI	10	78	60	10	158		inator						
(6) VI		8	8		16		& 1.0						
(7) ED		8	1		9		Consul-						
(8) CR	10	11	10		31		tant						
(9) LD		92	70		162		.70						
(10) OHI	10	60	20	8	98								
(11) TOTAL	40	648	467	57	1212			1.7	1.7	685		465	1150

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS 0

3. DISTRIBUTION BY ETHNIC GROUPS

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME	WHITE (Other than Spanish surname)	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Student Participants	Unable to complete without figures from San Juan Unified School Dist. and Fresno County Dept. of Education						1212

4. CHILDREN RECEIVING SERVICES - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas (over 50,000)	
(2) Rural Areas (under 2,500)	
(3) Other Demographic Areas (from 2,500-50,000)	
(4) TOTAL (Sum of lines (1), (2), and (3))	1212

INSTRUCTIONS

1. **CHILDREN SERVED** – Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap *(in public and non-public schools)* and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children *(1)* who received direct services from personnel paid with Title III funds and/or *(2)* who received substantial benefit as a result of the purchase or projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

   PROJECT PERSONNEL – Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalency of part-time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours or more per week *(or the number of hours in a regular work week, as determined by the State or local education agency)*. They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

   IN-SERVICE TRAINING – Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. **NON-PUBLIC SCHOOLS** – Of the total number of handicapped children served with Title III funds *(1),(11), (f)*, indicate the number who attended non-public schools.

3. **DISTRIBUTION BY ETHNIC GROUPS** – Enter in the appropriate columns b, c, d, e, f, and g an unduplicated count of the handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. **DISTRIBUTION BY DEMOGRAPHIC AREAS** – Self-explanatory.

* TMR - Trainable Mentally Retarded, EMR - Educable Mentally Retarded, HH - Hard of Hearing, SI - Speech Impaired, VI - Visually Impaired, ED - Emotionally Disturbed, CR - Crippled, LD - Learning Disabled, OHI - Other Health Impaired

PART VI - PRODUCTS OF PROJECT

	I Product(s) Developed	II Date mailed to Title III	III Annotations
	Curriculum guides		
√	Teacher guides	9/3/73	The Santa Cruz Behavioral Characteristics Progression(BCP)- The assessment, instructional and communication tool for the Special Education Management System. It contains 2,400 behavioral characteristics grouped into 59 categories of behavior.
	Handbooks of materials, techniques, and procedures		
	Monograph		
	Bibliography		
√	Questionnaires - locally developed	7/ /73	Staff BCP Questionnaire- To determine staff's rating of the BCP compared to current tools and methods.
	Evaluation tests		Parent BCP Questionnaire - to determine parent's rating of the BCP compared to current tools & methods
	Audio tape cassettes		BCP/TBC Workshop Questionnaire- To solicit information & evaluation from workshop participants
	Brochures, newsletters and information sheets		Learner Objectives Worksheet- to record objectives of the pupil and parent response to the objectives.
	16 mm Films		
	8 mm Films		
	Filmstrips		
	Instructional workbooks, materials,		
	Tests - locally developed		
	Kits		
	Models		
	Microcards		
	Microfilm		
	Maps		
	Pictures		
	Posters	(Other)	The Santa Cruz Task Base Composite (TBC)- the program assessment, planning & communication tool for the Special Education Management System. It contains 700 staff tasks organized linearly around those tasks directly involving the pupil.
	Records		
	Set		
	Slides/tape		
	Viewmasters		
	Video Tape		
√	(Other) Program Assessment & planning tool	9/3/73	The Special Education Management System Project Document- four components in this document, bound separately for easy usage. 1 The Project- background, philosophy description of the project and its products 2 The Santa Cruz BCP Observation Booklet- the booklet which accompanies the BCP chart. It is used during the initial observation stage in BCP assessment. 3 The Santa Cruz TBC Procedures- the step-by-step procedures on how to use the TBC. 4 Appendix materials- including lists of consultants, current assessment tools, bibliography, sample TBC data, etc.
√	(Other) Project Document	9/3/73	

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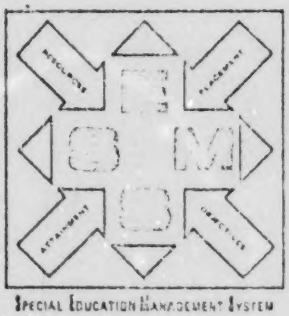

Santa Cruz County Office of Education
701 Ocean Street, Room 200
Santa Cruz, California 95060
Richard R. Fickel, Superintendent

Name_____
Position_____
County or
District_____
Date_____

In which of the following programs have you used the BCP?

	Yes	# Pupils	No
Delinquent and/or drug dependent			
Development Centers for the Handicapped (DCH)			
Educable Mentally Retarded (EMR)			
Educationally Handicapped (EH or LDG)			
Mentally Disordered Minors			
Multihandicapped			
Orthopedically Handicapped (OH)			
Regular day classes			
State hospital school classes			
Trainable Mentally Retarded (TMR)			
Other(s) - Please list - _____			

1. Does your program use the BCP to help determine learner objectives? ___ yes ___ no
2. How would you rate the BCP as a means of determining learner objectives compared to previously used methods?
   _____ more effective _____ no change _____ less effective
3. Does your program use the BCP to help develop curriculum? ___ yes ___ no
4. How would you rate the BCP as a curriculum tool compared to previously used methods?
   _____ more effective _____ no change _____ less effective
5. Does your program use the BCP to assist in parent conferencing? ___ yes ___ no
6. How would you rate the BCP as a parent conferencing tool compared to previously used methods?
   _____ more effective _____ no change _____ less effective
7. Does your program use the BCP to stimulate teacher-aide-psychologist-therapist-nurse communication?
   ___ yes ___ no
8. Does your program use the BCP to stimulate teacher-administrator communication? ___ yes ___ no
9. How would you rate the BCP as a communication tool compared to previously used methods?
   _____ more effective _____ no change _____ less effective
10. Does your program use the BCP to track pupil progress?
    ___ yes ___ no
11. How would you rate the BCP as a pupil progress tracking tool compared to previously used methods?
    _____ more effective _____ no change _____ less effective
12. Does your program use the BCP to provide additional information for pupil placement?
    ___ yes ___ no

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13. How would you rate the BCP as a means of improving pupil placement procedures compared to previously used methods?

more effective ____ no change ____ less effective

14. Does your program use the BCP to provide additional information on which to evaluate teachers and staff?

___ yes ___ no

15. How would you rate the BCP as a means of improving teacher and staff evaluations?

more effective ____ no change ____ less effective

16. Does your program use the BCP to help specify resources necessary to attain learner objectives?

___ yes ___ no

17. How would you rate the BCP as a means of specifying necessary resources compared to previously used methods?

more effective ____ no change ____ less effective

Please indicate whether the following are True or False.

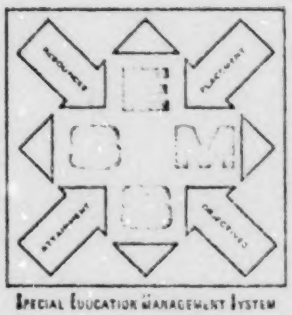
	TRUE	FALSE
18. Behavioral characteristics are a pupil's capabilities or potentials, not his observable behaviors.		
19. The BCP is a sequence of behavioral characteristics which matches the developmental sequence of all pupils		
20 The BCP helps the special educator to individualize the educational program of each pupil.		
21. The BCP is meant to be a guide for special educators. No pupil should be subordinated to its sequence.		
22. The BCP can be totally completed outside the classroom. No pupil observation is necessary.		
23. If a pupil displays a behavior one time, it is considered his behavioral characteristic.		
24. The BCP has been standardized. There are norms for each of the behavioral characteristics.		
25. The BCP has been field tested.		

26. How did you learn about the BCP? _____

27. What is the greatest strength of the BCP? _____

28. What is the greatest weakness of the BCP? _____

29. Would you like to see this project be given a grant so as to increase dissemination of the BCP throughout the state? _____



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Santa Cruz County Office of Education
701 Ocean Street, Room 200
Santa Cruz, California 95060
Richard R. Fickel, Superintendent

Name_____

Date_____

PARENT QUESTIONNAIRE
BEHAVIORAL CHARACTERISTICS PROGRESSION (BCP)

1.0 Have you had an opportunity to see the BCP and have it explained to you? ___ ___
yes no

2.0 How would you rate the BCP as a means of informing you about your child's educational objectives as compared to previously used methods?

_____ _____ _____
more effective no change less effective

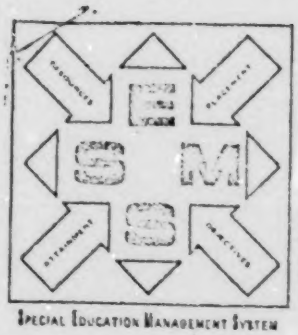
3.0 How would you rate the BCP as a means of reporting your child's progress as compared to previously used methods?

_____ _____ _____
more effective no change less effective

4.0 What do you see as the greatest strength of the BCP?_____
_____
_____

5.0 What do you see as the greatest weakness of the BCP? _____
_____
_____

1/26/73



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OFFICE OF EDUCATION
SANTA CRUZ COUNTY
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA
408 425-2484

BCP/TBC WORKSHOP QUESTIONNAIRE

1.0	Do you understand the BCP usage?	YES	NO
2.0	Do you understand the TBC usage?	YES	NO
3.0	Was the presentation clear?	YES	NO
	How could it have been improved?		
	_____		
	_____		
	_____		
4.0	How might the BCP/TBC materials be improved?		
	_____		
	_____		
	_____		
5.0	How would you use the BCP in your County/District?		
5.1	As an assessment tool to aid in determination of realistic learner objectives.	YES	NO
5.2	As a communication tool between teachers, parents, administrators.	YES	NO
5.3	As a diagnostic tool to assist in pupil placement.	YES	NO
5.4	As an instructional tool to assist the teacher in attaining pupil progress.	YES	NO
5.5	As an accountability and evaluation tool for teachers and administrators.	YES	NO
5.6	As a means of satisfying the Stull Bill requirements.	YES	NO
6.0	How would you use the TBC in your County/District?		
6.1	As an aid in planning for future programs.	YES	NO
6.2	As an aid in managing ongoing programs.	YES	NO
6.3	As a means of determining tasks necessary to implement program.	YES	NO
6.4	As an aid in determining personnel positions responsible for program tasks.	YES	NO

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6.5 As an aid in determining manpower requirements and manpower loading. YES NO

6.6 As an aid in determining resource requirements for program tasks. YES NO

6.7 As a means of developing job descriptions. YES NO

7.0 Do you think there is a need for the management system in your County/District? YES NO

8.0 In which program(s) in your County/District would the BCP/TBC concept be most applicable? (e.g., TMR, EH, CP)

_____

_____

9.0 Do you foresee any problems in the use of the management system or any of its components in your County/District?

_____

_____

10.0 Would you or your County/District be interested in participating in or using this type of material as part of a dissemination project being proposed for the 1973-74 school year? YES NO

11.0 Do you have any other comments? _____

_____

Please fill out and hand in before leaving workshop.

Name _____

Position _____

School District/County _____

LAD:ak
10/16/72

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COUNTY OFFICE OF EDUCATION
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN AND ADULTS, 425-2001

Pupil Brad Graves Address 1045 Brommer St., S.C. Birthdate 4/2/57 Date 10/27/72

Teacher Jay Lang Program Name and Number Sunshine School 1104

STRAND NO.	STRAND NAME	NO. & OBJECTIVE		EST. DATE ATTAINMENT	ACT. DATE ATTAINMENT	METHODS/MATERIALS/COMMENTS
23	Adaptive Behaviors	25.0	Remains calm if disappointment occurs & no remedy is possible.	2/16		
24	Impulse Control	34.0	Controls temper well; verbalizes feelings in manner acceptable	4/30		
25	Interpersonal Relations	42.0	Contributes to class discussions and activities.	2/29		
26	Responsible Behaviors	23.0	Makes own decision re activities with minimum adult supervision.	2/29		
28	Self Confidence	18.0	Initiates conversation with teacher /peers.	5/15		
[illegible]	Social Speech	38.0	Carries on complex conversation over extended period of time.	5/15		
[illegible]2	Attention Span	37.0	Remains at task 25-45 minutes when distractions present.	4/13		
33	Task Completion	29.0	Completes 100% of task & checks work to ensure completion	2/28		
39	Reasoning	44.0	Determines possible causes of a given effect.	4/13		
35	Math	50.0	Mulitplies & divides fractions & decimals. Computes simple percentages.	4/30		

FSI

PARENT CONFERENCE Location Sunshine School With whom Mr. & Mrs. Graves Date 1/12/73

Report:

Mr. and Mrs. Graves once again expressed their appreciation for Brad's continual growth in the past year. Brad is an enthusiastic participant in nearly all school activities with emphasis on math, music and P.E. Mr. and Mrs. Graves noticed immense improvement in Brad's attitude at home and at work. Brad has achieved rapidly in several learner objectives areas, including initiating conversation with teachers and peers and contributing to class discussion. Mrs. Graves expressed concern as to Brad's future. He at present has an x aversion to returning to Soquel High. We pointed out that one learner objective which has been realized is the making of his own decisions with minimum adult supervision. This indicated to staff that Brad has several vocational avenues open to him, including electronics school, adult night school, the military, etc. and it is not necessary that he succeed socially at this time as he obviously prefers to keep to himself.

FINAL PROJECT REPORT

ESEA, TITLE III

COMPONENT III

Program Narrative Report

CONTEXT

The Locale

1. What is the locale of the program?
2. What is the density of the population?
3. What are the population trends?
4. What are the major occupations of people in the locale?
5. What is the unemployment rate or trend?
6. What proportion of families in the locale are receiving welfare assistance?

1. Locale of program is Santa Cruz County, California with service being provided handicapped children from San Benito County and a small portion of North Monterey County.

2. The density of the population is 306.4 persons per square mile. The total Santa Cruz County population (1972) was 134,800. The county, by reason of its size, is the second smallest county in the state.

3. The County Planning Office reports the following rate of growth: 1960 - 26.6%; 1965 - 26.2%; 1970 - 16.5%. The projected percent rate of increase for 1975 is 6.1%, and for 1980, 16.1%

4. The Santa Cruz and Watsonville Cities Chambers of Commerce report that the major occupations in order of their total reported annual income-expenditure reports are:

	First	Second	Third
Santa Cruz	Government	Retail Services	Mfg. Services
Watsonville City	Government	Agriculture	Retail Services

5. The Department of Human Resources in the County reports the following unemployment statistics: 1968 - 6.7%; 1969 - 8.0%; 1970 - 9.7%; 1971 - 10.3%; 1972 - 8.9% (approximately).

6. Data reported by the County Social Welfare Dept. indicates that on an average there were 2.5% of the county population on welfare during 1972.

CONTEXT

The School System

1. What grade levels do the schools serve?
2. How many pupils are there in the school system? How many schools?
3. Are there any significant trends in the school system in enrollment, withdrawal, or transfer?
4. What is the per pupil cost of education in the school system?
5. What is the recent financial history of the school system?

1. The applicant, the Santa Cruz County Office of Education, serves the handicapped, in some categories of exceptionality, from age 3 through 21. (Most from age 5 through 21). The Office of Education also conducts a program for handicapped adults. District programs include pre-school programs through grade 14 conducted by Cabrillo Community College.

2. The Office of Education reported the following average enrollment during 1972 for each of the exceptionalities served:

   (1) Trainable Mentally Retarded, 118; (2) Profoundly Retarded and Multi-handicapped (DCHM), 32; (3) Mentally Disordered, 9; (4) Aphasic, 13; (5) Hard of Hearing, 16; (6) Blind and Partially Sighted, 16; (7) Orthopedic, 21; (8) Handicapped Adults, 29; (9) Juvenile Hall, 15; (10) Speech Handicapped, 37.

   There are 11 districts in the county, including Cabrillo Community

   College, with a total day and adult average daily attendance of 34,073 reported in 1971.

3. The enrollment trends for the past five years show the average rate of growth county-wide for elementary schools or district is zero; secondary schools or district growth is slightly; adult education and community college growth is appreciably.

4.

Year	Total Program Expenditure	Per Pupil Expenditure
1970-71	$ 996,657.00	$3,789.57
1971-72	886,579.00	3,036.23
1972-73 (est.)	1,070,063.00	3,302.66

5. The Santa Cruz County Office of Education had an approved budget of $1,865,544 for 1970-71 and $2,371,110 for 1971-72.

   The Special Education budget - both children and adults - was $1,196,297 for 1970-71, and $1,174,011 for 1971-72.

   The County Tax rate to support special education programs was .135 in 1970-71, and .134 for 1971-72. Local tax support provided 44.74% of the Special Education budget for 1970-71, and 34.02% in 1971-72.

CONTEXT
Needs Assessment

1. What was the starting point for needs assessment?
2. How were the specific needs of the pupils identified?
3. What were these specific needs? Which were selected for the program?

1. This project proposal, to design, implement and monitor a management system for programs for exceptional children, was first proposed as a two year E.S.E.A. Title VI-B project in 1970. As was stated in the original application "the need to provide a solution to a very pressing educational problem. Stated simply, how can we relate behavioral goals for handicapped pupils to budgeting and organizational procedures and to three alternative and administrative strategies in terms of these operational goals? What was proposed was that the Santa Cruz County Office of Education be funded to conduct a three year research project in educational accountability. The end product to serve as an organizational model for three levels of service and funding based on stated goals and objectives for handicapped pupils."

2. To identify specific pupil needs, the project conducted on-site observation of programs and students in the following programs:

   Manresa Family Counseling Service; Fairview State Hospital; Pacific State Hospital; San Juan Unified School District; Simi Valley Schools; Greeley School, Orange County; Sonoma County; San Diego County Resource Unit Project; Stevens Creek School, EH Learning Center, Cupertino; Vannoy School, Castro Valley; Pediatric Treatment Center, Santa Cruz; Saratoga High School; Taft School, Redwood City; Mt. Diablo EH Learning Center; Santa Clara Unified School District; Seriously Emotionally Disturbed Project, University of California at Santa Barbara; Pajaro Valley Unified School District; Loma Vista OH School, Palo Alto; Selaco Schools, Los Angeles County; California School for the Blind; Hawthorne School Deaf Classes, Oakland Unified School District; El Portal del Sol OH School, San Mateo County.

3. The specific student needs were dealt with by describing the behavior of handicapped children in terms of (a) gross motor development; (b) perceptual motor skills; (c) self-help skills; (d) language development; (e) social skills; (f) conceptual skills. Fifty-nine specific behavioral strands were identified to serve as the base for selecting learner objectives.

CONTEXT
Historical Background

1. Did the program exist prior to the time period covered in the present report?
2. Is the program a modification of a previously existing program?
3. How did the program originate?
4. If special problems were encountered in gaining acceptance of the program by parents and the community, how were these solved so that the program could be introduced?
5. Provide a brief history of planning. Indicate which planning efforts were successful or were not successful. Describe how non-profit private schools and other agencies were involved in the planning.

1. As described earlier, prior to the initiation of this project in 1970, there were no operational management programs for exceptional children. Early attempts at PPBS (Program Planning and Budgeting System) did include Special Education, but PPBS is a fiscal monitoring system, not a management system and the pupil is not directly considered.

2. This project was innovative and did not represent a modification or supplanting of any existing program or service.

3. The project was originated by Richard D. Struck, Director of Programs for Exceptional children and Adults, Santa Cruz County. He has directed the activities of the project and preparation of the project products.

4. There has been a high level of acceptance by the parents (See Presenting Data).

5. Evaluation and audit team members participated in identifying needs and in recommending, planning and approving changes that have evolved. Continual correspondence and evaluation have marked project planning and development.

   To facilitate broad-based, statewide participation in project planning, the following Advisory Committee was appointed:

   Dr. Larry Edler, Director of Secondary Programs, Santa Cruz County
   Dr. David Wright, Director of Exceptional Child Services, San Diego City Schools
   Dr. Thomas Ball, Chief Psychologist, Pacific State Hospital
   Mr. Gerald Peterson, Consultant, Bureau of Program Development and Evaluation, State Department of Education
   Mr. Doug Clark, Consultant, Bureau for Mentally Exceptional Children, State Department of Education
   Mr. Paul Holmes, Legislative Analyst, Assembly Education Committee
   Mr. Dale Carter, Analyst, Arthur Bolton Associates
   Dr. Ralph Richardson, Director, Special Education, San Juan Unified School Dist.

   Private, non-profit schools were identified with the aid of the State Department of Education and approached individually through an introductory letter and on-site visitations to discuss the applicability and need for the program's use of the BCP and related management procedures. Five private, non-profit programs from those contacted were invited to attend the statewide wordshops.

Scope of the Program

1. What numbers and kinds of participants were served by the program?
2. What were the specified objectives of the program?

1. Special Education staffs both in Santa Cruz County and in other districts and county offices participated in the project using the Santa Cruz BCP and/or the TBC. Positions included were teachers, administrators, consultants, speech therapists, nurses, psychologists, and instructional aides.

Santa Cruz Staff	Other Staffs	Total Staff
65 persons	155	220

Special Education pupils both in Santa Cruz County and in other districts were assessed using the BCP according to the following figures:

	Santa Cruz Pupils	Other Pupils	Total Pupils
TMR	118	460	578
DCHM	32	60	92
MDM	9	-	9
Aphasic	13	8	21
HOH	16	-	16
Visually Handicapped	16	-	16
Orthopedic	21	-	21
Handicapped Adults	29	-	29
Speech Handicapped	37	100	137
Drug Dependent	16	-	16
EMR	-	115	115
EH	-	162	162
Totals	307	905	1212

2. The 1970-72 objective of an E.S.E.A. Title VI-B project was as described by the project application:

"To establish three alternative teaching and administrative strategies in terms of operational models for programs for handicapped children, using the principles and techniques of system analysis based upon defined goals and objectives. Each operational model, (optimal model, acceptable model, and minimal model) will include pupil and program goals, objectives, procedures, and alternatives including the dollar cost and anticipated related pupil performance levels." (page 11)

The 1972-73 project objectives for an E.S.E.A. Title III project as stated in the application were:

2.1 "To complete development and field testing of a pupil assessment and program communication instrument containing the behavioral characteristics of physically exceptional minors. This instrument will appear in a format compatible with similar instruments previously developed by the Santa Cruz County Office of Education for the population of the mentally and behaviorally exceptional under Title VI-B" (page 26)

2.2 "To work with three demonstration programs outside of Santa Cruz County to field test and further develop the BCP and related management procedures and to determine impact of system on the programs."[1] (page 29)

2.3 "To implement the BCP and related program management procedures in all of Santa Cruz County Office of Education's programs for exceptional children and adults. This involved 200 pupils."[2] (page 34)

---

[1]This objective was modified due to a reduction in the available funding. The evaluation plan adopted is described in that section.

[2]As shown above, 307 pupils were involved in the program in Santa Cruz County.

PROGRAM
Personnel

1. What kinds and numbers of personnel were added by the program?
2. What were their most important duties and activities?
3. How much time did each type of personnel devote to these responsibilities?
4. What special qualifications suited personnel to the requirements of their jobs?
5. What special problems were dealt with in recruiting or maintaining staff?

1. A Project Coordinator, Laurie Duckham[1], and a Staff Secretary I were added to the Santa Cruz Office of Education Staff to accomplish the project objectives as described in the original project proposal approved for funding under E.S.E.A. Title VI-B in 1970.

2. The Project Coordinator's main duties included development, implementation and evaluation of the BCP strands for mentally, behaviorally and physically exceptional pupils; implementation of the BCP in district and county programs; conduction of state-wide management system workshops; assistance in TBC revision; supervision of the Project Consultant and Staff Secretary; completion of correspondence.

   The Project Coordinator received direction from the program proposer and manager.

   The Project Consultant's (Marvin Ziegler) main duties included implementation of the TBC in project programs, conduction of workshops and training sessions, evaluating its use, and revision of the TBC.

   The Staff Secretary's main duties included typing, correspondence, filing, telephone answering, mailing of materials, tabulating responses to workshop evaluation probes, taking dictation, setting appointments.

3. The Project Coordinator worked on a 180 day contract from September-June 1972-73. The Project Contract Consultant worked 140 days over this period and the Staff Secretary worked full-time within the life of the project.

4. The Project Coordinator and Project Consultant were employed from private enterprise with systems training. They had experience in developing, field testing and revising of assessment tools and knowledge of behavioral characteristics and the management system products (BCP and TBC) within the parameters of the original project proposal. At the outset, attempts to recruit from within the educational profession were unsuccessful.

5. None other than those to be anticipated when systems specialists and behaviorists are employed from outside the educational profession.

---

[1]Laurie A. Duckham, the Project Coordinator, has a bachelor's degree from Smith College in psychology with one year's experience in teaching and over two year's experience in developing and field testing the Behavioral Characteri tics Progression. She was responsible for research, development and field testing of the BCP.

PROGRAM
Organizational Details

1. What is the period of time covered by your report?
2. How much of the entire program does this cover?
3. Where were program activities located?
4. What special physical arrangements were used in these locations?
5. What provisions, if any, were made for periodic review of the program?
6. What important decisions were made on the basis of such reviews?
7. What provisions, if any, were made for inservice training?

1. The project began in September, 1970 as an E.S.E.A. Title VI-B project and was continued as an E.S.E.A. Title III project on 7-1-72. This report includes activities until June 29, 1973.

2. A total of three project years.

3. Project activities were based out of the Santa Cruz Office of Education. However, due to the scope of the project, many training sessions classroom observations, follow-up consultations and much field testing occurred elsewhere through the state (See Scope of the Program, page 20).

4. Office space, supplies and xeroxing facilities were provided by the Santa Cruz County Office of Education for both the Project Coordinator and Staff Secretary. Rent, supplies, and xeroxing were paid to the County Office of Education from project funds. Office equipment purchased for the project with Title VI-B funds during the year 1970-72 were used during 72-73.

5. Project objectives with all task outlines, time lines and project activities were documented and made available for review by E.S.E.A. Title VI-B and Title III audit teams. Informal comprehensive weekly progress reports were made to the Project Manager by the Project Coordinator to summarize completed activities and report on proposed future activities.

   Consultants from the State Department of Education periodically reviewed the project activities and offered pertinent suggestions. The latest project audit was held in January, 1973. A special project advisory and management team was appointed to serve during 1970-72.

   The Project Manager approved all correspondence, reports, documents and activities within the constraints of federal, state and Santa Cruz Office of Education policies and procedures.

6. Decisions regarding modifying objectives, staff tasks, evaluation activities, as well as format, content, and distribution of the management system's products (BCP and TBC) were made on the basis of State Department reviews and the recommendations of the project advisory management team, and the project manager.

7. The project offered in-service training in the use of the Santa Cruz BCP and TBC to Santa Cruz Office of Education Special Education staff and other participating school districts and county offices. The majority of these on-site training sessions were conducted before and after school hours except for three state-wide meetings in Sacramento, Fresno and Los Angeles.

PROGRAM
Activities or Services

1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service)?
4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?
5. How were pupils grouped for the various program activities?
6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
10. What special provisions were made for motivating pupils (or others)?
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

1. The main activities of the project were:

   1.1 Research, classroom observation, recording, validating, evaluation, and expert consultation regarding the mentally and behaviorally exceptional child in 1970-72.
   1.2 Development of BCP strands for physically exceptional minors and of a replicable, usable format for the TBC in 1972-1973.
   1.3 Field testing and evaluation of the BCP strands and of the TBC functions and process.
   1.4 Prociding in-service and follow-up consultation on the use of the BCP and TBC.
   1.5 Revision of the BCP and TBC according to field testing and feedback from direct and written probes.
   1.6 Distribution of 500 project guides to state, district and county school systems.

2. See Scope of Program for objectives of project. (page 20)

3. On site visitations with "hands on" contacts with pupils, staff and parents, questionnaires, and use of consultants representing the State Department of Education, Department of Mental Hygiene and Health, Crippled Children's Services, and the state college and university system.

4. As prescribed by the Education Code and California Administrations Title V in terms of school day as well as the adopted course of study, program goals and objectives as well as individualized learner objectives as determined by BCP.

5. As prescribed by Education Code and Title V for each exceptionality.

6. Same as #4 and #5.

7. & 8. - Staff and parents received feedback on the pupil's progress by means of the Behavioral Characteristics Progression (BCP). Using this tool, each behavioral objective that a pupil attains is colored in on his chart.

   Pupils were continuously observed by teaching staff during repetitions of educational activities. Those observations were used to determine pupil progress toward behavioral objectives defined on the BCP.

Activities or Services (continued)

9. Pupils were judged to display a behavioral characteristic or to have attained a behavioral objective if they consistently (75% of the time) displayed the behavior.

10. N/A

11. N/A

PROGRAM
Instructional Equipment and Materials

1. Were special materials developed or adapted for the program? How and by whom?
2. What other major items of equipment and materials did the program require? In what amounts?
3. How were key aids and materials used in connection with the various program activities?
4. If a comparison is being made between program and nonprogram persons, were there important differences between these groups in kinds and amounts of materials provided, or in methods of use?

1. The Special Education Management System materials, the Santa Cruz Behavioral Characteristics Progression and Task Base Composite, developed through Title VI-B 1970-1972 funding by Santa Cruz County Office of Education were used for this project funded 72-73 by E.S.E.A. Title III for completion through the addition of the behavioral strands for the physically exceptional.

   The Santa Cruz Behavioral Characteristics Progression (BCP) is a tool designed to assess and evaluate a pupil's progress, to provide a means of determining learner objectives, to facilitate staff communication, and to determine resource requirements. The BCP itself is a chart which is completed by the special education teacher for each pupil in a program or class. Accompanying the chart are procedures for its use and an observation booklet.

   The Santa Cruz Task Base Composite (TBC) is a tool designed for program planning, budgeting and task definition. It provides the administrator, staff and board with a means of developing job descriptions based upon specific tasks and time-requirements, it assists the administrator in relating program duties to pupil objectives established using the BCP and other normative and non-normative tools. The TBC itself is a management tool which is completed for each program in a district or county office. Accompanying the TBC are procedures for its use.

2. Other than an overhead projector, screen, blackboard and marking pencils needed for training sessions, no major items of equipment and materials were necessary.

3. The Santa Cruz BCP and TBC and project documents were used in all the activities of the project. They served as the basis for in-service training, observation, consultation, research, field testing evaluation and revision.

4. No "nonprogram persons" in project. All persons in project given same materials, training and follow-up consultation at both county and out-of-county locations as requested or required.

PROGRAM
Budget

1. From what sources were program funds obtained?
2. What was the total cost of the program?
3. What period of time was covered by these funds?
4. What is the per pupil cost of the program? What was the formula for computing this figure?
5. How does the per pupil cost of the program compare with the normal per pupil cost of the schools in the program?
6. Where can the reader get more detailed budget information?
7. Of the total cost of the program, give rough dollar estimates of developmental costs, implementation costs and operational costs.
8. Give the costs for the entire project period by budget categories (i.e., professional salaries, contracted services, etc.).

1. During 1970-72, funds were allocated through E.S.E.A. Title VI-B for approximately 90% of the income. During 72-73 through E.S.E.A. Title III, 19% of the project funds were derived from the County Schools Service Fund.

2. During 1970-71 $53,345; 1971-72 $71,590; 1972-73 $51,875; total $176,810.

3. Phase I, 1970-72; Phase II now in progress, 1972-73.

4. $1,459, by dividing 1212 pupils into total cost. (See PROGRAM page 20)

5. No known basis for comparison. Establishing learner objectives is a relatively new dimension in public education, as is staff task descriptions and describing a fiscal accountability base.

6. Mr. Ken Trimble, Assistant Superintendent of Business Services, Santa Cruz County Office of Education, 701 Ocean Street, Room 200, Santa Cruz, California 95060.

7. developmental=$100,000. implementation=$50,000. operational=$25,000.

8.

1970-71

Salaries	$21,568.00	
Contracted Service	19,714.00	
		Title VI-B
Other Expenses:		
Instruction	8,265.00	
Operation of Plant	469.00	
Fixed Charges	2,789.00	
Equipment	3,191.00	
TOTAL	$55,996.00	

1971-72

Salaries:		
Administration	1,196.00	
Instruction	5,352.00	
Contracted Service	46,086.00	Title VI-B
Other Expenses:		
Administration	457.00	
Instruction	11,597.00	
Operation of Plant	942.00	
Fixed Charges	1,788.00	
TOTAL	$67,418.00	

Budget (continued)

	1972-73	
Salaries:		
Professional	$ 1,362.00	Title III
Non-Professional	8,150.00	
Contracted Service	31,500.00	
Materials & Supplies	6,103.00	
Travel	1,460.00	
Other Expenses:		
Instruction	1,000.00	
Operation of Plant	900.00	
Fixed Charges	1,400.00	
TOTAL	$51,875.00	

PROGRAM
Parent-Community Involvement

1. What role, if any, did parents have in the program?
2. Were meetings held with parents? Why? How often?
3. What role, if any, did various community groups have in the program?
4. How was the community kept informed?
5. If problems with parents or the community affected the program, what steps, if any, were taken to remedy the situation?

1. Since the BCP was designed to serve as a major communication tool between program staffs and parents, the parents' role in the BCP implementation was important and significant.

2. Parent meetings were held and conducted by the project manager and staff early in the school year to introduce them to the BCP and how it would be used to improve the education of their children. Each parent was permitted to review their child's BCP. They were told: (1) that the BCP would serve as the basis for all future (twice a year) parent conferences, (2) that all "learner objectives" noted on the BCP were negotiable, (3) that they might wish to assist in meeting some of the objectives within the family experience, (4) that they would be given a copy of the "report card" - the BCP for use at home, and (5) that they should participate in the evaluation of the Santa Cruz BCP and TBC.

   Eighty-two percent of those teachers using the BCP for parent conferences found it a more effective tool for these purposes than previously used methods (See Evaluation).

   Parents of pupils in the project were also sent a questionnaire to elicit their responses concerning the BCP. Of a 30% response, 95% of parents rated the BCP as more effective than previously used methods to inform them of their child's objectives. Ninety percent rated the BCP as more effective in reporting their child's progress See Evaluation).

3. N/A

4. N/A

5. N/A

Special Factors

For use of potential adopters of the program:

1. What modifications of the program are possible?
2. What are the suggested steps in adopting this program?
3. What are some things others should avoid in adopting this program?
4. Can the program be phased in, beginning on a small scale? How?
5. Can parts of the program be adopted without taking the whole program? What parts?

1. A small number of strands on the Santa Cruz BCP were used in some instances rather than the entire chart or the recommended minimal 20 strands. For special programs such as speech, the pupil may be assessed only in the strands which relate to the expertise of the speech therapist.

   The Santa Cruz TBC procedures may be modified so that job descriptions are developed for as many positions as are desired, rather than all positions in the program. A second modification would be to analyze data based on only one area of the educational process (e.g. diagnosis and placement), rather than all areas.

2. Introducing the BCP into several districts has shown that the most effective BCP implementation design encompasses two school years. During the first year, selected volunteers representing a wide range of program types use the BCP in their classes. Extensive training and follow-up is provided this staff. At the end of the year, they report their conclusions regarding the instrument to the entire special education staff. At this point, a meeting of the staff can be held to decide whether or not the school district or county office would like to adopt the BCP. If the necessary approval is obtained, the BCP is used in all special education programs during the following school year.

   A decision should be made by the staff (administrative and instructional, preferably) to implement the TBC since it requires manhours of all persons in the program.

   The first step in the TBC procedures requires staff to decide which tasks of those listed are done in their program and to add any tasks which are not on the TBC listing. The next step is to decide which position is responsible for doing each designated task. Lastly, the position responsible for each task estimates how long it takes to complete it.

   From a compilation of the above TBC data, numbers of people per position can be determined and revisions can be made in staffing patterns. A county office or school district can use the data from the BCP and TBC to indicate optimal, acceptable and minimal costs required to attain specified learner objectives.

   Job descriptions based on specific tasks can be formulated to reflect the data elicited from staff through the TBC process.

3. It was learned during the project that if teachers, nurses, therapists, etc. are mandated to use the BCP, their response toward it will not be as positive as if they choose to use it themselves. Administrators wishing to effectively implement the BCP in their programs should avoid requiring its use.

Special Factors (continued)

In the implementation of the TBC procedures, it is suggested that the administration include as many staff as possible to decide which tasks are necessary to carry out the program, which position is responsible for each task and the time required to do each task. Participation by all staff ensures that job descriptions will be mutually agreeable and will accurately reflect task requirements for the program.

4. The Special Education Management System (BCP and TBC) can be phased in slowly by first implementing one set of procedures and then the other. Since both tools serve many functions (as listed below), they might be implemented to serve one function at a time.

   BCP to determine learner objectives.
   BCP to track pupil progress.
   BCP to conference with parents.
   BCP to develop curriculum.
   BCP to stimulate staff communication.
   BCP to add to pupil placement information.
   BCP to assist with staff evaluations.
   BCP to justify necessary resources to operate a program.

   TBC to identify program tasks.
   TBC to assign task responsibilities.
   TBC to determine task times.
   TBC to load available manpower.
   TBC to develop individualized job descriptions.
   TBC to assist with staff evaluations.
   TBC to justify necessary staffing patterns.

5. See 4.

PROGRAM
Dissemination

Discuss how project information was disseminated during the past budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.

2. List the number of visitors from outside the project area.

3. Provide the cost of dissemination during the last budget period.

4. Provide the total cost of dissemination including prior budget periods (if possible).

1. As part of the project's 1970-72 commitment to Title VI-B, five hundred (500) copies of a "Guide for the Management of Special Education Programs, Mentally and Behaviorally Exceptional Children" were distributed to county offices of education and school districts.

   As part of this year's project objectives, three introductory meetings were held in October which were attended by 375 special educators. Responses to the BCP and TBC materials as indicated by a questionnaire distributed at these meetings, was very positive. (See Evaluation)

   Requests for information and project materials number over 300 to date. Approximately 60 county offices and school districts, five state hospitals and several out-of-state agencies have expressed interest in participating in any future activities of the project.

2. One of the project's main objectives was to train staffs in the use of the management system and to gather field test information from them. The project staff found it easier for all concerned to travel to other county offices/school districts rather than require them to visit Santa Cruz programs for their training.

3. As yet, there has been no extensive dissemination of the project materials. Five hundred copies were distributed throughout the state as authorized by Title VI-B (See 1) and field test copies were provided to project participants. At the end of the project, copies of the revised Guide for the Management of Special Education Programs will be printed and distributed as authorized by Title III.

   Cost of dissemination of materials and of the BCP/TBC process is estimated at $20,000. for the 1972-73 school year.

4. The total cost of dissemination between 1970 and 1973 has been approximately $50,000.

EVALUATION NARRATIVE

Choosing Participants

1. How were the children and the adults in the program chosen?
2. How was a comparison group (if any) chosen?
3. Were participants in the program involved in other programs?
4. How many participants left the program?
5. Which participants left?
6. Were participants added to the program to replace dropouts?
7. Were there many participants who did not receive the program often because of poor attendance?
8. Did participants attend voluntarily?
9. Was the evaluation group only a portion of the program group?

1. During 1970-72 Santa Cruz County Office of Education Staff and pupils and other programs were chosen to participate in the management system implementation because they constitute the home base of the project (See Needs Assessment, Page 18).

   The other county offices and school districts participating in the project in 1972-73 were chosen because of their BCP field testing and TBC development experience during 1970-72 school year and their continued interest in implementing the project materials during 1972-73. Both administrative and instructional staffs of these programs expressed a desire to participate in the project.

2. Due to a budget cut in project funds, the comparison groups originally proposed as part of the evaluation plan were eliminated from the project in a July 1972 revision.

3. Participants in the project were also involved in implementing special programs concerned with behavior modification, pre-school TMR pupils, Drug Dependent Minors and Mentally Disordered Minors.

4. No participants left the program.

5. N/A

6. N/A

7. N/A

8. During the 1970-72 school year, program staffs volunteered to use the BCP. During the 1972-73 project, because of need for extensive field testing data, total program staffs were asked to use the BCP and TBC. Staff members were trained during regularly scheduled staff meetings.

9. All program staffs partcipated in implementation of the BCP. All staffs participated in field testing of the TBC. However, staffs were separated into groups to test different techniques of obtaining the TBC data.

EVALUATION
Describing Participants

1. Which participants received the program?
2. How many participants received the program?
3. What are the ages or grade levels of pupils in the program?
4. Did the program serve many more boys than girls, or vice versa?
5. What achievement scores were available before the program with which to describe the program group?
6. Are there other special characteristics you should mention in describing the program group?

1. All program staff members received BCP and TBC training. Included were teachers, instructional aides, speech therapists, phychologists, nurses, administrators, and consultants including over 400 participants in the three state-wide workshops.

2. The following numbers of program staff members and pupils received BCP/TBC training:

	Santa Cruz	Other County Offices/Districts	Total
Staff	65	155	220
Pupils	307	905	1212

3. See question 1, Scope of Program.

4. Information not available, past enrollment figures suggest that there are more handicapped boys than girls.

5. The Denver Developmental Scale, Vineland Social Maturity Scales, Peabody Picture Vocabulary Test, Goldman-Triscoe Articulation Test, Assessment of Children's Language Comprehension, Peabody Individual Achievement Test were available before the project activities began.

6. The project participants included staff and pupils from all special education programs in the county offices and school districts included in the project.

EVALUATION
Measuring Changes

1. What measures were applied to find out whether the program's aims were achieved?
2. How were the measures matched to the objectives?
3. How were the measures matched to the pupils' capabilities?
4. Were observers specially trained?
5. How much time elapsed between testings?

1. The project used evaluation forms and questionnaires to determine whether project objectives were attained.

2. To determine whether BCP strands for the physically exceptional were complete and appropriate (as per objective 1.0, 1972-3), field testing was done in selected classrooms of deaf, blind and orthopedically handicapped pupils. Teachers were asked to fill out evaluation forms on which they would offer comments on the applicability of the BCP to their pupils as well as suggestions on how to improve sequencing of the behavioral characteristics. This technique was used previously to field test strands on the BCP for mentally and behaviorally exceptional pupils and was found to be very effective. Evaluation forms will be collected as field testing of the physically exceptional strands is concluded on May, 1973.

   Title III consultants in the State Department of Education recommended that a validation questionnaire be distributed to project participants to secure their response to the management system materials (objectives 2.2 and 2.3, 1972-3). The content of this questionnaire was finalized during January consultations with State Department staff and the questionnaire was mailed on January 29, with a return requested by February 13.

   All those teachers, speech therapists, psychologists, nurses, instructional aides, consultants, and administrators directly involved with using the Santa Cruz Behavioral Characteristics Progression were sent a questionnaire. They were asked to rate the BCP as a tool for determining objectives, developing curriculum, parent conferencing, communicating with staff, tracking progress, aiding in pupil placement, evaluating staff and specifying resources. A measure of their understanding of the BCP was provided from their responses to eight true-false questions. They were asked to give an opinion on the greatest strength and weakness of the BCP and lastly were asked if they favored further dissemination of the BCP materials.

   A second questionnaire was distributed to parents of pupils in special education programs served by the project. Parents were asked whether or not they were familiar with the BCP, how they would rate it as a means of reporting their child's objectives and his progress, and what they felt to be its greatest strength and weakness.

   Introductory workshops to inform districts of the existence of this developing management system were held in October, 1972. Participants were asked to respond to a questionnaire distributed at those workshops. Project staff hoped to learn from this questionnaire how to improve future field testing presentations as well as how to improve the BCP and TBC materials.

   Evaluation forms and data collection questionnaires were completed by those special educators field testing the BCP and TBC. Analysis of these forms will assist the project staff in revising and further developing the management system during the last months of the project.

3. N/A 4. N/A 5. N/A

1. What data were obtained from the measures applied?
2. What measures of central tendency were used?
3. What measures of dispersion were used?
4. Include graphs and/or tables which present data more clearly

1. From the STAFF QUESTIONNAIRE distributed to project participants, teachers, aides, psychologists, etc., the following results, representing one hundred thirty-two responses (88%), of a total one hundred fifty mailed, were obtained:

How would you rate the BCP compared to previously used objectives:

Question # 2.0 — To determine learner objectives

More effective	75%
Less effective	6%
No change	19%

Question # 4.0 — As a curriculum tool

More effective	74%
Less effective	8%
No change	18%

Question # 6.0 — As a parent conferencing tool

More effective	82%
Less effective	5%
No change	13%

Question # 9.0 — As a communication tool

More effective	69%
Less effective	8%
No change	23%

Question # 11.0 — To track progress of pupils

More effective	77%
Less effective	7%
No change	16%

Question # 13.0 — To aid in pupil placement

More effective	60%
Less effective	9%
No change	31%

Question # 15.0 — To improve staff evaluations (Stull)

More effective	38%
Less effective	16%
No change	46%

Question # 17.0 — To specify necessary resources

More effective	56%
Less effective	8%
No change	36%

Presenting Data - (Continued)

Responses to the true-false questions showed an exceptionally thorough understanding of the background and philosophy of the BCP. The figures of percentage of participants answering the questions correctly ranged from 88% to 99%.

In answer to the question regarding the greatest strength of the BCP, the following responses were obtained from the 132 mailed responses. (preceded by the number of times it was mentioned):

Greatest Strength of BCP

38 Provides for thorough assessment of strengths and weaknesses of pupils.
19 Assists in determining goals and objectives for pupils.
19 Offers visual, graphic display of pupil's behavioral characteristics.
18 Offers developmental, sequential guidelines for teaching.
17 Offers specific, detailed, observable and measurable behaviors in a systematic fashion.
16 Provides for tracking of pupil growth and progress.
16 Helps individualize a pupil's program.
14 Serves as a point of reference for communication between educators, parents, etc.
8 Serves as a curriculum guide.
8 Offers a cumulative record to promote continuity of teaching.
5 Offers areas of development a teacher might have overlooked in previous assessment.
1 Gives teacher confidence in his/her knowledge of the pupil.

In answer to the question regarding the greatest weakness of the BCP, the following responses were obtained. (preceded by the number of times it was mentioned):

Greatest Weakness of BCP

48 Time involved in observation, charting, paperwork.
27 Number of behavioral strands too great. (Develop separate charts for each population)
22 Sequencing of behaviors sometimes out of order.
19 Size of chart makes it cumbersome to use.
9 Repetition of behavioral characteristics, overlapping of strands.
9 Inflexibility of usage. Teachers can become locked into its linear sequence.
8 Need for more field testing, research.
6 Not standardized.
6 Number of behavioral strands too few. (Add occupational, animal husbandry, physically handicapped).
3 Need for much in-service training to use correctly.
2 Need for application to Spanish speaking pupils.
2 Size of print difficult to read.
2 Difficulty in keeping chart up-to-date in modular scheduled programs.
1 Negative phrasing of certain behavioral characteristics.
1 Need for more room for comments.
1 Need for indication on chart what a pupil's potential is.

The final question asked whether or not the project should be given a grant to increase dissemination of the BCP throughout the state. The following responses were tabulated:

Yes	77%
No	23%

Presenting Data (Continued)

From the PARENT QUESTIONNAIRE distributed to parents of pupils in participating special education programs, the following results were obtained:

Question # 2.0 — How would you rate the BCP as a means of informing you about your child's educational objectives as compared to previously used methods?

More effective	95%
Less effective	-0-
No change	5%

Question # 3.0 — How would you rate the BCP as a means of reporting your child's progress as compared to previously used methods?

More effective	90%
Less effective	-0-
No change	10%

Two hundred twelve (212) WORKSHOP QUESTIONNAIRES were returned by participants in the introductory workshops held in October, 1972. Following are the results of their responses:

99% stated they understood the BCP usage
84% stated they understood the TBC usage
86% found the presentation clear

In response to the question asking how the presentation might be improved, the following suggestions were made, (preceded by the number of people who mentioned each):

31 BCP and TBC materials should be in participant's hands during speech. (Outline of speech)
19 Audio visual materials need perfection of preparation and display.
19 TBC presentation should be less detailed.
8 Speakers should slow down their rate.
8 BCP and TBC should be explained and then should be used on a sample child and program.
4 Speakers should start at beginning assuming audience knows nothing in this area.
3 After speech, participants should break up into small discussion groups.
2 Shorter sessions.
1 Staff who have used BCP/TBC should speak at workshop also.

In response to the question asking how the Santa Cruz BCP/TBC materials might be improved, the following suggestions were made. (preceded by the number of people who mentioned each):

6 Reduce size of BCP and TBC charts.
6 Increase the number of strands on the BCP chart (add occupational, etc.)
5 Standaridize BCP.
5 Simplify BCP procedures.
5 Continue field testing of materials.
4 Increase size of print on charts.
2 Develop listing of methods to attain each objective on the BCP.
2 Correlate BCP with standardized tests.
1 Color-code BCP booklet for different special education population.
1 Break down BCP booklets into strands for individual ordering.
1 Provide additional BCP objectives (past 50.0) which can be pasted onto chart as needed.

Presenting Data (Continued)

In response to the question asking for any problems forseen in use of the management system, the following were offered. (preceded by the number of people who mentioned each):

36 Time involved in BCP/TBC procedure.
18 Resistance of staff to change.
16 In-service training required of staff to use BCP/TBC.
6 Cost of implementing the management system.
6 Complexity of TBC procedures.

Additional comments and numbers of persons making each were:

25 Good presentation.
15 Interested further in project (participation in, materials of, workshop or discussion of).
7 Excellent tools.
4 Using BCP now.
3 Start on small-scale project. Try system for 3-4 years before evaluating it.

2. N/A

3. N/A

4. N/A

EVALUATION
Analyzing Data

1. What analyses were undertaken of the data?
2. What was the basis for judging the progress of the program group?
3. What comparisons were drawn for subsamples?
4. What evidence is there that those who attended more gained more from the program?

1. Since the evaluation data of the project was derived from questionnaires, percentage results were compared.

2. Since there were no project funds available to analyze progress of pupils with staff use of the BCP/TBC, progress of the program group was judged on the basis of subjective responses to the BCP staff questionnaire, the BCP parent questionnaire and the workshop questionnaire.

3. N/A

4. Responses to all three questionnaires show that those who use the project materials are very positive in their judgment of them.

   Staff using the BCP rate the BCP highest as a parent conferencing tool (82% more effective). Staff and parents rate the BCP very high in tracking pupil progress (77% and 90% more effective, respectively) and in determining objectives (75% and 95% more effective). Staff rating of the BCP as a curriculum tool (74%), as a communication tool (69%), as an aid in pupil placement (60%), and as an aid in specifying resources (56%) were also positive. Staff were least positive in their rating of the BCP as an aid in staff evaluations with 38% judging it more effective than previous methods for this purpose and 46% judging no change using the BCP.

   The staff showed good understanding of the BCP in their overwhelmingly correct responses to the true-false questions. This level of understanding lends validity to their rating of the BCP.

   Staff strongly favor (77%) further dissemination of the BCP material throughout the state.

   The fact that those who attended the introductory workshops regarding the project gained from the program is evidenced by the great number who stated understanding of the BCP and TBC (99% and 84%, respectively). Many positive comments were offered regarding the presentation and the materials. Forty-six county offices and school districts and 5 state hospitals expressed an interest in participating in the project in future years.

EVALUATION
Interim Objectives and Findings

1. What were the interim objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

1. The process by which the Santa Cruz Special Education Management System has been developed is as follows:
   - 1.1 Research in the field of special education.
   - 1.2 Classroom and program observations.
   - 1.3 Consultation with program staffs, state department personnel, experts in the field.
   - 1.4 Summarization of all research, observations, consultations.
   - 1.5 Development of the management system tools based upon 1.4.
   - 1.6 Training of program staffs in use of system.
   - 1.7 Field testing of the management system tools in classrooms and programs.
   - 1.8 Continued on-site consultation with field-testers.
   - 1.9 Collection of results of field test on Evaluation Forms.
   - 1.10 Summarization of field test results.
   - 1.11 Incorporation of field test results.
   - 1.12 Training of program staffs to further field test management system.
   - 1.13 Final revision of system.

2. The process outlined above proved to be an effective procedure in 1970-72 to develop the Behavioral Characteristics Progression (BCP) and in 1972-73 to further develop and refine the BCP and to develop the Task Base Composite (TBC).

3. Each of the major techniques for eliciting information to develop the management system, research, observation, consultation, and field testing has proven to be successful. Field testing is probably the best method found thus far to ensure that the system has content validity, is in a usable format, and is a helpful tool for the special educator.

4. N/A

5. N/A

6. N/A

EVALUATION
Project Objectives and Findings

1. What were the project objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

1. Briefly, objectives of the project, as previously stated in Scope of the Program are:
   - 1.1 To develop and field test a pupil assessment and communication instrument containing the behavioral characteristics of physically exceptional minors.
   - 1.2 To field test the management system in demonstration programs outside of Santa Cruz County Office of Education and determine its impact on the programs.
   - 1.3 To implement the BCP and related program management procedures in all of its programs for exceptional children and adults.

2. The project attained its specified objectives.
   - 2.1 Initial research, classroom observation and expert consultation in the field of the physically exceptional has been completed. BCP strands have been developed for the physically exceptional pupil. They include:

46 Sign Language	53 Ambulation
47 Fingerspelling	54 Wheelchair Use
48 Speechreading	55 Swimming
49 Orientation 1	56 Posture
50 Orientation 11	57 Articulation 1
51 Mobility 1	58 Articulation 11
52 Mobility 11	59 Health

Field testing of these new BCP strands was conducted in classes of deaf, blind, and orthopedically handicapped pupils throughout the state. Evaluation forms offering data on sequence, content and format of the strands were collected from all staff participating in the field test. This data was analyzed and incorporated into the strands. Revised strands were ready for printing in June, 1973.

   - 2.2 The field testing of the BCP/TBC materials progressed well in the demonstration programs. BCP and TBC training was completed in all programs. Learner objectives, tasks to attain objectives, task responsibility assignments and task time data were completed all programs. Job descriptions were developed for staff in these programs.

From field testing, a great deal of information has been obtained on how best to use the TBC. Evaluation of field input showed the 1971-72 TBC chart to be very time-consuming and somewhat unworkable as a program management tool. For this reason, the project staff devoted much time to revising the TBC chart and procedures. The revised TBC chart is organized in a linear sequence of tasks beginning with pupil entry and ending with pupil exit from the program...

Project Objectives and Findings (Continued)

New procedures for sorting program tasks per position and determining time required per task were developed. Tab cards for each task and task listings were two field tested data collection techniques. Individual, group and representative sorts were field tested methods of sorting. Data comparing these various approaches was analyzed and incorporated into the TBC procedures.

2.3 The BCP was fully implemented in all Santa Cruz County Office of Education programs for exceptional children and adults. Learner objectives were determined for all pupils using the BCP and parent conferences based on the BCP were completed for all pupils.

3. Final objective attainment was completed on June 29, 1973. Project products, the BCP, TBC and the final document attest to objective completion.

4. The extremely positive findings of the staff, parent and workshop questionnaires lead one to believe that this positive attitude toward the project can be generalized to other special educators and parents throughout the state. Also, the numerous requests for materials (e.g., over 5,000 BCP's requested to date) indicate this positive response is widespread.

5. N/A

6. Findings of the project indicate that the management system is best implemented in a program to the extent and at the rate that the program staff agree to use it. (See Special Factors)

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

PROJECT NUMBER 1 3 2 8

FOR PROJECT SCHOOL NO. — — — — — — —
FOR COMPARISON SCHOOL NO. — — — — — — —
FOR ALL PROJECT SCHOOLS —
FOR ALL COMPARISON SCHOOLS —

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & sub-ject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K				NOT APPLICABLE TO THIS PROJECT. STRICTLY A PROJECT TO CONTINUE DEVELOPMENT OF A MANAGEMENT SYSTEM. NO TESTS ADMINISTERED. NO SCORES AVAILABLE.								
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12												

43

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.
** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency count

PROJECT NUMBER 1 3 2 8

SUMMARY OF OBJECTIVES ACCOMPLISHED

Objectives: Record project objectives first, draw a line and enter the interim objectives Record a brief description (Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives: State yes or no (and %)*** (4)	Accomplishment of Objectives: Successful areas (i.e., grade levels and schools)**** (5)	Accomplishment of Objectives: Unsuccessful areas (i.e., grade levels and schools)**** (6)	Estimated cost to date (for interim objectives only) (7)	State use (8)
- To develop and field test a pupil assessment & communication instrument containing the behavioral characteristics of physically exceptional minors.			yes	pre K. to 12	none		
- To field test & further develop the management system in demonstration programs outside of Santa Cruz County Office of Education & to determine impact of system on the programs.			yes	All special education programs	none		
- To implement the management system in all Santa Cruz County programs for exceptional children & adults.			yes	All special education programs	none		
1.1 Research in Special Education					4,000		
1.2 Classroom & program observations					1,500		
1.3 Consultation w/program staffs, state dept. personnel, experts in the field.					4,000		
1.4 Summarization of all research, observations, consultations					1,500		
1.5 Development of 1st draft, management system.					6,500		

*Record degree of success anticipated.

**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.

***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.

****Applies to measures of participants only, i.e., Washington school (2,3, and 5).

PROJECT NUMBER 1 3 2 8

SUMMARY OF OBJECTIVES ACCOMPLISHED (Continued)

Objectives: Record project objectives first, draw a line and enter the interim objectives Record a brief description (Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives: State yes or no (and %)*** (4)	Accomplishment of Objectives: Successful areas (i.e., grade levels and schools)**** (5)	Accomplishment of Objectives: Unsuccessful areas (i.e., grade levels and schools)**** (6)	Estimated cost to date (for interim objectives only) (7)	State use (8)
1.6 Training of program staffs in use of system.						5,000	
1.7 Field testing of management system.						4,000	
1.8 On-site consultation with field-testers						4,000	
1.9 Collection of field test results.						1,500	
1.10 Summarization of field test results						1,500	
1.11 Incorporation of field test results						3,250	
1.12 Training of program staffs to further field test system.						4,000	
1.13 Final revision of system						6,500	

*Record degree of success anticipated.
**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.
***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.
***Applies to measures of participants only, i.e., Washington school (2,3, and 5).

PROJECT NUMBER 1 3 2 8

SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program Type* (3)	The Project's Program Program elements used (4)	State Use (5)
1. Staffing and their Deployment Indicate regular and support personnel, by grade level and school.	Special Education staff	2	Addition of full-time Project Coordinator & part-time Project Consultant. Advisory time provided by Director of Programs for Exceptional Children & Adults.	
2. Learning materials Basic textbooks, supplementing materials (project or commerically prepared), and special equipment.	Various assessment tools used by different staff members. No one tool used consistently.	1	The Santa Cruz Behavioral Characteristics Progression (BCP) and Task Base Composite (TBC) used by all staffs.	
3. Instructional methodalogy Procedures for instruction; i.e., use of grouping, learning stations, individual contracts, pull out labs, and peer teaching.	All techniques used by different staff.	2	Addition of BCP used to determine with pupil his behavioral characteristics and most appropriate behavioral objectives for him.	

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

PROJECT NUMBER 1 3 2 8

SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program Type* (3)	The Project's Program Program elements used (4)	State Use (5)
4. Procedures for Individualizing Instruction Periodic assignment of participants to learning experiences (based on staff judgement, pupil test scores, diagnostic profiles, pupil selection).	Various tools used by different staff. No one tool used consistently	1	BCP used by all staffs to individualize learner objectives for each pupil.	
5. Staff Development Inservice experiences for improving skills and knowledge.	Little if any previous in-service training to assist staffs in meeting requirements of Stull Bill	2	Extensive in-service provided to staffs in the use of the BCP and TBC.	
6. Auxiliary Services Library, health, pupil personnel services, and parent involvement.	Little parent involvment in education of own child previously. Often, parents hindered teacher rather than helped. Parents often unrealistic about pupil goals.	2	Parent involvement increased using the BCP. Parents attended introductory sessions to explain its use and later parent conferences with the teacher using the BCP as a focal point. Parents became more realistic and helpful.	
7. Other Management Training	None given to staffs in the past.	2	- Staffs given extensive training and experience in manpower loading, program planning & the development of job descriptions.	

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

PROJECT NUMBER 1 3 2 8

Grade Level (1)	School Directory 7 digit Number (2)	Pre-test Averages** For Individual Schools (check mean__ or median__) Project (3)	Pre-test Averages** For Individual Schools (check mean__ or median__) Comparison (4)	Pre-test Averages** Overall the Schools (check mean__ or median__) Project (5)	Pre-test Averages** Overall the Schools (check mean__ or median__) Comparison (6)	Pre- to Post- Gains (differences)*** For Individual Schools (check mean__ or median__) Project (7)	Pre- to Post- Gains (differences)*** For Individual Schools (check mean__ or median__) Comparison (8)	Pre- to Post- Gains (differences)*** Overall the Schools (check mean__ or median__) Project (9)	Pre- to Post- Gains (differences)*** Overall the Schools (check mean__ or median__) Comparison (10)	Test & Type of Score* (11)	State Use Only (12)
				NOT APPLICABLE TO THIS PROJECT. STRICTLY A PROJECT TO CONTINUE DEVELOPMENT OF A MANAGEMENT SYSTEM. NO TESTS ADMINISTERED. NO SCORES AVAILABLE.							

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivalent, %ile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

PROJECT NUMBER 1 3 2 8

SUMMARY OF PROJECT LONGITUDINAL EFFECT:

A COMPARISON OF PROJECT GAINS WITH PRE-PROJECT GAINS

(Check: language development __, mathematics __, or other (_____) __)

Grade level (1)	School directory 7 digit (2)	Number tested (3)	Code No. of measure, and scale used**** (4)	Project Year Average Gains in G.E.		Baseline Year Average Gains in G.E.		Project Year Gains Minus Baseline Gains (indicate + or -)		State use (11)
				Median school gains (1 decimal place) (5)	Mean project gains* (2 decimal places) (6)	Median school gains (1 decimal place) (7)	Mean project gains* (2 decimal places) (8)	School differences (1 place) Col 4-Col 6 (9)	Project differences (2 places) Col 5-Col 7 (10)	
				NOT APPLICABLE TO THIS PROJECT. STRICTLY A PROJECT TO CONTINUE DEVELOPMENT OF A MANAGEMENT SYSTEM. NO TESTS ADMINISTERED. NO SCORES AVAILABLE.						

*Using the EV 73.11 forms for each school, subtract the May 72 score from the May 73 score.
**To get the mean gain for all participants, subtract the mean pre-test score from the mean post-test score.
***Using the EV 73.11 forms for each school, subtract the May 71 score from the May 72 score (if the 70-71 school year is the base, subtract the May 70 score from the May 71 score).
****Insert a code no. from the EV 73.12 form, and indicate the type of score; Raw for raw score, G.E. for grade equivalent, %ile for percentile equivalent, stand for standard scores, and freq. for frequency counts, etc.

PROJECT NUMBER 1 3 2 8

Evaluation Measure _____
(Code No. from EV 73.)
Indicate when comparison was
planned _____
date _____

SUMMARY OF THE PROJECTS DIFFERENTIATED EFFECTS*

_____

_____

Grade level	Group One**		Group Two**		Group Three**		Group Four**		State Use
	Number reported	Average score	Number reported	Average score	Number reported	Average score	Number reported	Average score	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
			NOT APPLICABLE TO THIS PROJECT. STRICTLY A PROJECT TO CONTINUE DEVELOPMENT OF A MANAGEMENT SYSTEM. NO TESTS ADMINISTERED. NO SCORES AVAILABLE.						

*On the lines provided, expand the title explaining the data presented in each of the columns; i.e., type of averages (mean or median), type of evaluation measure, school year, etc.

**On the lines provided, indicate how the group received an alternative treatment (or no project treatment); a low, medium, or high degree of project treatment (implementation).

PROJECT NUMBER 1 3 2 8

School _ _ _ _ _ _ _ _ _ _
Grade Level Classroom No.
_____ _____
Other description _____
_____

WORKSHEET FOR RECORDING PARTICIPANT DATA*
(for calculating averages)

Partcipants Name or No. (You may leave blank for the copy you send back)	Measure 1 Code No. Scale Date	Measure 2 Code No. Scale Date	Measure 3 Code No. Scale Date	Measure 4 Code No. Scale Date
1.				
2.				
3.				
4.	NOT APPLICABLE TO THIS PROJECT. STRICTLY A PROJECT TO CONTINUE DEVELOPMENT OF A MANAGEMENT SYSTEM. NO TESTS ADMINISTERED. NO SCORES AVAILABLE.			
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35.				
Column TOTALS				
Number of Scores				
Averages (indicate mean or median)				

*For each measure record at the top of the column the code No. from the EV 73.12 form, the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent, %ile for percentile equivalents, Stand for standard scores, Scaled for scaled scores, or Freq. for frequency count.

DIRECTORY CODE: __ __ (County) _ _ _ _ _ _ (District) _ _ _ _ _ _ _ _ _ (School)

PROJECT NUMBER 1 3 2 8

WORKSHEET FOR RECORDING LONGITUDINAL TEST DATA FROM STUDENT RECORDS (Cum. Files), 1973 GRADE LEVEL__
(Check one - Language Development (Reading)_____ Mathematics____ or Other( )____

	Student Name or I.D. Number (You may leave blank for the copy you send back)	May 1973		May 1972		May 1971		May 1970		State Use Only
		Test used*	Scores	Test used*	Scores	Test used*	Scores	Test used*	Scores	
1		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
2		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
3	NOT APPLICABLE TO THIS	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
4	PROJECT. STRICTLY A	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
5	PROJECT TO CONTINUE	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
6	DEVELOPMENT OF A MANAGEMENT SYSTEM.	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
7	NO TESTS ADMINISTERED.	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
8	NO SCORES AVAILABLE.	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
9		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
10		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
11		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
12		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
13		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
14		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
15		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
16		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
17		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
18		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
19		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
20		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
21		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
22		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
23		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	
24		__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	__ __	__ __.__	

* Insert the code number from Form EV 73.

EV 73.08

PROJECT NUMBER 1 3 2 8

DIRECTORY CODE: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
County District School

TEST NAME_____ FORM_____ LEVEL_____

CODE NUMBER_____

(EV 73.12)

Classrooms_____

Grade level_____

Test date, May 19_____

Number of scores_____

Median raw scores_____

Median G.E._____

WORKSHEET FOR CALCULATING MEDIANS
(Frequency Distribution of Raw Scores)

1. _____
2. _____
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51. _____
52. _____
53. NOT APPLICABLE TO THIS
54. PROJECT. STRICTLY A
55. PROJECT TO CONTINUE
56. DEVELOPMENT OF A MANAGEMENT
57. SYSTEM. NO TESTS ADMINISTERED.
58. NO SCORES AVAILABLE.
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150. _____

EV 73.09

PROJECT NUMBER 1 3 2 8

DIRECTORY CODE ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
County District School

TEST NAME_____FORM_____LEVEL_____

CODE NUMBER_____
(EV 73.12)

Classrooms_____
Grade level_____
Test date, May 19_____
Number of scores_____
Median G.E._____

WORKSHEET FOR CALCULATING MEDIANS
(Frequency Distribution of G.E. Scores)

1.0 _____	5.0 _____	9.0 _____
1.1 _____	5.1 _____	9.1 _____
1.2 _____	5.2 _____	9.2 _____
1.3 _____	5.3 NOT APPLICABLE TO THIS	9.3 _____
1.4 _____	5.4 PROJECT. STRICTLY A	9.4 _____
1.5 _____	5.5 PROJECT TO CONTINUE	9.5 _____
1.6 _____	5.6 DEVELOPMENT OF A	9.6 _____
1.7 _____	5.7 MANAGEMENT SYSTEM. NO	9.7 _____
1.8 _____	5.8 TESTS ADMINISTERED. NO	9.8 _____
1.9 _____	5.9 SCORES AVAILABLE.	9.9 _____
2.0 _____	6.0 _____	10.0 _____
2.1 _____	6.1 _____	10.1 _____
2.2 _____	6.2 _____	10.2 _____
2.3 _____	6.3 _____	10.3 _____
2.4 _____	6.4 _____	10.4 _____
2.5 _____	6.5 _____	10.5 _____
2.6 _____	6.6 _____	10.6 _____
2.7 _____	6.7 _____	10.7 _____
2.8 _____	6.8 _____	10.8 _____
2.9 _____	6.9 _____	10.9 _____
3.0 _____	7.0 _____	11.0 _____
3.1 _____	7.1 _____	11.1 _____
3.2 _____	7.2 _____	11.2 _____
3.3 _____	7.3 _____	11.3 _____
3.4 _____	7.4 _____	11.4 _____
3.5 _____	7.5 _____	11.5 _____
3.6 _____	7.6 _____	11.6 _____
3.7 _____	7.7 _____	11.7 _____
3.8 _____	7.8 _____	11.8 _____
3.9 _____	7.9 _____	11.9 _____
4.0 _____	8.0 _____	12.0 _____
4.1 _____	8.1 _____	12.1 _____
4.2 _____	8.2 _____	12.2 _____
4.3 _____	8.3 _____	12.3 _____
4.4 _____	8.4 _____	12.4 _____
4.5 _____	8.5 _____	12.5 _____
4.6 _____	8.6 _____	12.6 _____
4.7 _____	8.7 _____	12.7 _____
4.8 _____	8.8 _____	12.8 _____
4.9 _____	8.9 _____	12.9 _____

PROJECT NUMBER 1 3 2 8

Indicate type of data
for school number _ _ _ _ _ _ _ _
for all project schools_____

WORKSHEET OF LONGITUDINAL TEST AVERAGES

Check one - Language Development (Reading)____or Mathematics____
Other ( )____

Grade Level (1)	Percent below Q_1 (School wide) (2)	No. of Students with scores (3)	May 1973		May 1972		May 1971		May 1970		State Use Only
			Test used* (4)	Median G.E. (5)	Test used* (6)	Median G.E. (7)	Test used* (8)	Median G.E. (9)	Test used* (10)	Median G.E. (11)	
1								NOT APPLICABLE TO THIS PROJECT. STRICTLY A PROJECT TO CONTINUE DEVELOPMENT OF A MANAGEMENT SYSTEM. NO TESTS ADMINISTERED. NO SCORES AVAILABLE.			
2											
3											
4											
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10											
11											
12											

*Use Form EV 73.12

PROJECT NUMBER 1 3 2 8

BEST COPY AVAILABLE

CODE LIST FOR IDENTIFYING EVALUATION MEASURES

Achievement Tests for Language and Development (Reading). Include Readiness Tests.

01 Apell
02 California Achievement Test (63) Reading
03 California Achievement Test (70) Reading
04 Comprehensive Test of Basic Skills Reading
05 Cooperative Primary - Reading
06 Gates Reading Survey
07 Gates-MacGinitie Reading Tests
08 Gilmore Oral
09 Gray Oral
10 Iowa Test of Basic Skills
11 Iowa Test of Educational Development
12 Lee-Clark Reading Readiness (62)
13 Lee-Clark Reading Test
14 Metropolitan Achievement-Reading (1970)
15 Nelson-Denny Reading Test
16 Nelson Reading Test (62)
17 Scientific Research Associates
18 Sequential Tests of Educational Progress Reading
19 Sequential Tests of Educational Progress Reading - Series 11 (70)
20 Slosson Oral Reading Test
21 Spache Diagnostic Reading Scale
22 Stanford Achievement Test - Reading

Other Standardized Test

23 _____

Other Criterion Referenced Test

24 _____

Achievement Tests for Mathematics

25 Apell
26 California Achievement Test (63) Math
27 California Achievement Test (70) Math
28 Comprehensive Test of Basic Skills - Math
29 Cooperative Primary Mathematics
30 Iowa Test of Basic Skills
31 Iowa Test of Educational Development Math (Test 4)
32 Metropolitan Achievement - (1970) Math (Computation Only)
33 SRA Achievement Series - Arithmetic
34 Sequential Test of Educational Progress - Math
35 Stanford Achievement Test - Math - Computation
36 Stanford Diagnostic Arithmetic Test
37 Stanford Early School Achievement Test (Total)
38 Test of Basic Experiences - Mathematics
39 Modern Math Understanding Test
40 Stanford Modern Math Concepts

Other Standardized Test

41 _____

Other Criterion Referenced Test

42 _____

Achievement Tests for Other School Subjects

_____ name of subject

43 _____ (test)

NOT APPLICABLE TO THIS PROJECT. STRICTLY A PROJECT TO CONTINUE DEVELOPMENT OF A MANAGEMENT SYSTEM. NO TESTS ADMINISTERED. NO SCORES AVAILABLE.

44 name of subject (test)

45 name of subject (test)

Scholastic Apptitude Tests (Intelligence)

46 _____

47 _____

48 _____

Tests Dealing With Cognitive Skills Such as Reasoning, Creativity, Memory, etc.

49 _____

50 _____

51 _____

Affective Measures of Temperment, Attitudes, Needs, Interests, Self-Concept, etc.

52 _____

53 _____

54 _____

Frequency Counts or Enumaration Data of any Kind (Identify the Kind of Data and its Evaluation use).

55 _____

56 _____

57 _____

58 _____

Other (Explain Their use).

59 _____

60 _____

61 _____

COMPONENT IV - FINANCIAL

FINAL PROJECT REPORTS

ESEA, TITLE III

The report shall include:

- Expenditure Report
- Inventory of Equipment
- Project Phases and Per Pupil Costs
- Claim for Reimbursement

- Due within 90 days after final day of project operation.
- All other components are due on the last day of project operation.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF INSTRUCTIONAL PROGRAM PLANNING AND DEVELOPMENT
TITLE III, ESEA

INVENTORY OF EQUIPMENT ACQUIRED WITH TITLE III, ESEA, FUNDS

LEA Santa Cruz County Office of Education Date 6-22-73

Project Title A Special Education Management System Project Number 1328

Instructions: Itemize equipment purchased (or lease-purchased) with Title III, ESEA funds since inception of the project. List only those items costing $300.00 or more. Enter appropriate data in each column. The Authorized Agent must sign the certification at the bottom of the last page of the inventory.

	Equipment Item	LEA Serial or I.D. Number	Unit Cost of Item	Current Location (School/Office)	Current Use of Item
1					
2					
3		NONE		NONE	NONE
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

I hereby certify that the above-listed equipment is being utilized in accordance with Federal and State Regulations pertaining to Title III, ESEA, and that the above information represents a true and accurate statement to the best of my knowledge.

Authorized Agent Richard L. Fickel
(Signature)

PROJECT PHASES AND PER PUPIL COSTS

At the end of the first and second years, report for the last budget period. Final project reports at the end of the third or final year should have, in the box, the cumulative figures for all years of operation. Carefully prepared estimates are acceptable. Final reports should also have the information on the numbered lines for the past year of operation.

Final Cumulative Totals: Title III and Title VI-B
1400
175,289.00
$125.21

1. 1212 Number of pupils directly served by the project.

2. $ 51,875 Developmental Costs.

3. $ 42.80 Developmental Costs Per Pupil.

4. $ Depends on size of district Implementation Costs.

5. $ Depends on size of district Implementation Costs per pupil.

6. $ Depends on size of district Operational Costs.

7. $ Depends on size of district Operational Costs per pupil.

NOTE: This project strictly developmental in nature.

Definitions:

Developmental costs are those which have to be borne by this project, but not by any district adopting the program.

Implementation costs are one-time costs that any district would have to undergo to adopt the program, but only once. (An example might be Capital Outlay.)

Operational costs are those that are necessary to operate the project after implementation.